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ABSTRACT

The document is comprised of short articles on a variety of topics chosen for their relevance to educators in internationally-oriented schools. Some of the subjects covered are international women's year, population assistance to developing countries, Iranian Folktales, illiteracy in Latin America, and Ford Foundation involvement in Turkey. There are also book reviews, news briefs on educational projects in different countries, and reports on United Nations educational work. Some of the articles are in both French and English, some just in French. (CD)

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BULLETIN

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ISA INTERNATIONAL SCHOOLS ASSOCIATION
ASSOCIATION DES ÉCOLES INTERNATIONALES

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EDITION

INTERNATIONAL SCHOOLS ASSOCIATION

Founded in 1951, the International Schools Association merged in 1969 with the Conference of Internationally-minded Schools, thus giving it a membership of schools that are international in character and schools that are international in attitude. Since its foundation, ISA has served both national schools which are internationally-minded and international schools.

Considering that two main objectives of ISA are to further world peace and international understanding through education; and to aid, promote and encourage, by all appropriate means, schools, institutions, and other organizations educational in character and international in outlook, ISA offers its members the following services: a) to publish Bulletins and Magazines and other educational materials; b) to distribute relevant educational materials; c) to encourage the twinning of schools, also students and teachers exchanges; d) to publish syllabuses and other special documents on occasion; e) to hold Annual Conferences; f) to hold Teacher's Workshops; g) to publish a Directory of member schools; h) has liaison with UNESCO, IBE, IBO, ECIS and other internationally-minded organizations; i) to operate a Teacher Placement Service and also assists schools in staff recruitment; j) educational advisory service for members.

In addition to membership by internationally-minded schools and international schools, individuals may become affiliates to use the Teacher Placement Service or to receive the ISA Publications.

The ISA has a broad mandate and needs the co-operation of schools as well as that of individuals to help it carry out its objectives. As Education takes more and more importance, the International Schools Association has a greater responsibility towards its members.

P.O. BOX 20, CH-1211 GENEVA 14

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In August 1975 the ISA Secretariat said farewell to Esther P. Piette, Executive Assistant for the previous fifteen months. Miss Piette, a tri-lingual (French, English, Spanish) Canadian had established excellent services and relationships with member schools and with affiliates. Her work in the Secretariat and at ISA meetings was most highly appreciated. She leaves ISA at her own wish to return to Canada. ISA thanks her most warmly for her work, and wishes her all the best in the future.

INTERNATIONAL WOMEN'S YEAR

When 1975 was proclaimed International Women's Year, few people perceived how intimately it was connected with the preceding year, the World Population Year. Many people saw International Women's Year, its goals and objectives as being somehow removed and separated from the "real" issues of the day: the rapid rate of population increase, the world food crisis, and diminishing world resources, to mention only a few. Ironically, one of the challenges of the creation of a "separate" International Women's Year is the breakdown of this separatist thinking by demonstrating the impossibility of independent solutions. It was through the intensive studies made for the World Population Year and the interrelationship between the status of women, population questions as well as economic growth and social development began to be widely recognized. The International Forum on the Role of Women in Population and Development was also influential in generating this awareness which was reflected in the amendments made to the World Population Plan of Action in Bucharest.

This new thinking was also evident at the World Food Conference where a resolution was adopted emphasizing the important role of women in food production, in shaping consumer habits and in the nutrition of children.

The 29th session of the United Nations General Assembly adopted last December three resolutions emphasizing the importance of the support of governments to the programme of the Year and the World Conference, establishing a Consultative Committee to advise the Secretary-General in the preparation of a World Plan of Action to be finalized by the Conferences and requesting the Conference to submit its proposals and recommendations to the Seventh Special Session of the General Assembly devoted to development.

Last November, the 18th Conference of UNESCO adopted a special resolution on the educational aspects of the goals of the International Women's Year.

The United Nations Commission for Social Development followed suit in January of this year and so did the 18th session of the UNDP Governing Council, both emphasizing the importance of the integration of women in development from the stage of planning to that of decision-making and implementation.

Rural development is the area where women's needs have been last recognized until now and where significant changes can be made without additional cost by scrutinizing plans and programmes so as to guarantee the involvement of women. This is extremely important taking into account that the UNDP had used 130 million dollars by the end of 1973

for key purposes in the field of agriculture.

The United Nations Population Commission in February 1975 urged governments to implement the recommendations relating to the status of women stated in the World Population Plan of Action. It also requested the monitoring on a continual basis of all UN development programmes and projects to assess their impact on women, keeping in mind the mutual interaction of population factors, social and economic development as well as the evolving status of women.

At the regional level, the third meeting of the Council of Ministers of the Economic Commission for Africa adopted in February a resolution on the Integration of African Women in National Development. It also endorsed the plan to establish an African Training and Research Centre for Women, to be inaugurated during IWY as one of the Commission's major activities for the Year.

The Regional Economic and Social Commission for Asia and the Pacific adopted at its session in February-March a Regional Plan of Action for the Enhancement of the Role of Women in Development and endorsed the establishment of a regional institute for research and information.

There is no doubt that this trend will continue throughout the conferences of the organizations in the United Nations system.

Helvi Sipila
Secretary General, IWY
Conference

NOTE: Readers of the ISA Bulletin who wish to have additional information on any of the above activities concerning International Women's Year may obtain it through the ISA Secretariat.

INTERNATIONAL WOMEN'S YEAR

Equal Rights are not enough Unesco Study Shows Gulf Between Theory and Practice - by Toby Burke

"Women are irrational, that's all there is to that," sings Professor Higgins in MY FAIR LADY, expressing a complacent male wisdom and sparing himself further thought.

It is attitudes like this which International Women's Year is intended to destroy. Unfortunately for those who hope for rapid progress towards sex equality, some of the research done for the year seems likely only to confirm such attitudes. Ambiguity persists about theory and practice, producing paradoxical situations which neither sex is tempted to upset, because each sees advantages in it: the woman drawing the same pay as her male colleague, still expects him to give her his seat in the bus, while the male is confident that he will be promoted before her because, after all, he is a man.

There is irrationality, certainly, but not all on one side, as is suggested by the results of studies in five countries launched before the year began by their Unesco National Commissions in collaboration with the International Labour Office and Unesco.

One paradox is that in all five countries - Argentina, Ivory Coast, Lebanon, Sierra Leone and Sri Lanka - women are assured of equality by law. In practice, though, girls benefit less from educational expenditure than boys simply because there are generally less of them studying, while top jobs for women are rare enough to draw comment.

Investigation showed some striking ambiguities in attitudes. The principle of equal access to education was hardly contested, although in Sri Lanka - where a woman became Premier in 1960 - older people tended to think that men and women had different intellectual abilities. In Sierra Leone, a large majority thought that well qualified women could become heads of departments in which men work. But a substantial minority believed that women were less efficient than men because they were "physically lazy, slow, weak or careless."

"Yes, but ..."

Such responses indicate that some people can accept the idea of women being eligible for top jobs while not being very surprised that they do not in fact hold them - after all, they think, men are more efficient.

The findings in all five countries show that whatever the legal posi-

tion or however good educational facilities are for both sexes, there is still a de facto division of labour on a hunter/housewife basis which dates back to the Stone Age. Thus, though few people today would dispute that the hand that rocks the cradle can also operate a slide rule, women are generally under-represented in scientific and technological education and in the jobs that follow from it.

In Argentina, only 26 per cent of girl students are studying science or medicine, while in agriculture and engineering they are only four per cent. In Sri Lanka, less than 10 per cent of those enrolled for technician and craft courses are girls: in Sierra Leone's technological courses, girls make up less than one per cent.

As regards jobs, only 1.2 per cent of Lebanon's technicians are women, while in the Ivory Coast salary-earning women in, for example, textiles and clothing manufacture, are only five per cent of the total, and in building and public works just over two per cent.

Figures for top jobs are equally thin. In Argentine cities, a man has six times the chance of a woman of getting an executive or directorial post. In the Ivory Coast, where women from other African countries and particularly non-African women do hold "boss-jobs", only 13.4 per cent of the salary-earning women native to the country are in the middle and upper brackets. In the Lebanon, only two per cent of working women are at the executive and director level. In Sri Lanka, where unemployment is a continuing problem, women are concentrated in the lower income jobs, and although one third of those in professional and technical services are female, this is accounted for by the large number of woman teachers (women doctors have increased their proportion in the profession from five per cent to 35 per cent over the last ten years).

The reports include pointers for future research. Why, for instance, are women so much more likely than men to drop out, both of education and of employment?

Marriage and motherhood

In Argentina, an enquiry revealed that "family reasons" lay behind 29.7 per cent of the drop-outs among secondary schoolgirls - an explanation which includes marriage and motherhood. At the same level of education in Sierra Leone, 37.5 per cent of the drop-outs were due to marriage and 29.2 per cent to pregnancy.

If there is a general but unacknowledged attitude which regards women as a bad investment in terms of education and training, then this might account for the noticeable tendency not to invest in them. However, an educated mother, even if she does drop out, is a good investment as she has a "multiplying effect" in the education of her family.

The analysis of employers' attitudes in the report from Argentina disclosed a reticence about employing women rooted in a fear of absenteeism, because they would be likely to stay home to take care of a sick child. It is hard to imagine this reticence disappearing even if social services envisaged in the five reports are developed. But what if figures (which are not yet available) were to show that staying at home to take care of sick children was not a significant cause of male absenteeism? (A more important reason why women stay away from work is surely because their jobs are so often repetitive, dull and lacking responsibility; but when are we likely to have figures for that?).

HEAD OF THE HOUSEHOLD

Allied to regarding working mothers as not altogether reliable members of the team is what Unesco's synthetic report or the five studies calls the "concept of the complementary salary". The husband is legally the head of the household, and legally responsible for its maintenance. So he normally gets first choice of jobs and it is taken for granted that he brings home the bulk of the family earnings. Equal pay for equal work is a good principle, but "unequal" work is easy to arrange in both business and industry. Sri Lanka, for example, reported that many women were over-qualified for the jobs they actually do, with women making up 64.5 per cent of the 1970 university graduates who sought clerical jobs in government service.

A tendency to regard women as a source of cheap labour, which emerges from the studies, is not entirely the fault of the males who control business and industry. The Sri Lankan study points out: "Women too tend to create a barrier for themselves by their attitudes to training and employment. The microscopic proportion of girls applying for craft-level training in technical institutes is an index to the general aversion of school-leavers to training and employment which involves long and arduous practical work in an industrial work atmosphere and to the general preference for light jobs in offices."

What is to be done about this unsatisfactory situation? Some steps are suggested by the synthetic report. And, for a start, more research and more reliable statistics. Most of the Unesco National Commissions undertaking the studies recognized that the data they could collect did not add up to a complete picture: more was known about urban employment than about rural; only rarely was the situation of women seeking employment analysed.

A particular need underlined by the report is for social and cultural indicators, as well as economic ones, to permit national planning for a fuller and more equitable use of women-power; at present, women are under-represented in nearly all economic sectors.

As an essential step towards equality in employment, the report suggests, women need educating about the law on work and apprenticeship and encouragement to join professional organizations. They especially need career counselling, both at school and at work and this becomes more important as women increase their access to the higher levels of education.

Increasing rural opportunities

Women in rural areas, the five studies show, are particularly at a disadvantage, although, according to ILO figures, 49 per cent of African women work in agriculture, 12 per cent of Latin American women and 52 per cent of Asian women. The synthetic report draws attention to one measure which could help raise the status of rural women: development of rural industries in which they could find part-time employment, such as seasonal work, handicrafts and repair and maintenance.

One suggestion for research made in the study, although diffidently phrased, hints at a rather revolutionary line. "It would be desirable," says the paper, "to measure how much a certain form of organization of work and of the family have led in industrialized countries to situations which are little rewarding to the man, the woman and the children and which considerably reduce family life."

It urges investigation of other forms of family relationship which exists in "countries which have promoted parental equality and the economic independence of women." Other ways of organizing work ought to be envisaged which allow working men and women more time for family life, for permanent education and for a higher quality of life.

The report does not specify where these paradisaical countries are to be found, nor does it suggest what kind of work organization might provide more time for family life, but it does give food for thought. "In fact, I might write a lot more about this, but it is my turn to bath the twins, if you see what I mean."



ACCESS OF WOMEN TO EDUCATION AND EMPLOYMENT

Despite gains and laws adopted to ensure access for girls and women to all levels of education, de facto discrimination between the sexes is still the rule in all too many cases. This is especially true for access to vocational training and employment. Although girls have roughly equal opportunities with boys of obtaining a primary education, at secondary and higher levels and in technical and vocational training there is a widening gap to the disadvantage of girls and women. Very few opportunities are available to them to undertake the studies which would allow to enter the career of their choice.

On this question of "the relationship between the educational opportunities and the opportunities of employment open to women", the International Labour Organization and Unesco initiated a series of studies carried out simultaneously by Unesco National Commissions in five countries - Argentina, the Ivory Coast, Lebanon, Sierra Leone and Sri Lanka. Many different institutions and individuals in these Member States - ministries, universities, research institutes, businesses, employers, trade unions, technical assistance experts, non-governmental organizations - took part in the investigations.

The particular interest of these studies lies in the fact that for the first time an attempt was made to view the whole question of women's and girls' participation in educational and vocational guidance, training and employment. The basic conclusions of the surveys apply not only to the five countries involved but to all countries, in varying degrees. This is notably the case as regards the rate of female participation in employment and in education.

FEW OPPORTUNITIES IN EDUCATION AND TRAINING

One of the main causes of women's adverse situation in the world of work is the lack of opportunities available to them for education and training. The five studies show that in none of the countries concerned has equality of access to education attained a satisfactory level. In Argentina, where equal numbers of girls and boys attend primary and secondary schools, girls account for only 38% of the students enrolled in higher education establishments.

On the whole, there is a much higher social and educational investment in boys than in girls, and this is true for practically all countries. As the educational level rises, the rate of female participation diminishes. If one compares enrolment in the different branches of study, girls are seen to be much more numerous in the literary disciplines than in scientific, technical and professional disciplines. This orientation often acts as a brake on their access to employment because they are less well equipped to compete in the labour market.

But before the question arises - for a relatively small percentage of girls - of orientation in studies and choice of a career, there are other more urgent problems to be tackled. Illiteracy for example, which affects many world regions is far more widespread among women than among men; despite substantial progress during the past decade, it still has a crucial influence on the level of education and training of the female population.

Then again, few opportunities for education are available to women in rural areas. As the five reports emphasize, the cost of studies often presents parents with a difficult choice: should the girls or the boys be sent to school? In the great majority of cases, parents sacrifice their daughters because they are more useful at home. Or else it sometimes happens, as the Ivory Coast and Sierra Leone studies show, that early marriages take young women away from school even when they have the material means of continuing their studies.

The surveys carried out in Argentina, the Ivory Coast, Lebanon, Sierra Leone and Sri Lanka have enabled these countries to apprehend the scope of the problem. The facts revealed will provide them with valuable guidance in defining policies to speed up the process of ensuring equal chances and rights for both sexes, even if other inquiries and changes or adjustments may prove necessary in the light of national and international developments. But the survey also offers, to varying degrees and in different ways, a source of inspiration for other countries, inciting them to seek more detailed information on a problem that is basic to economic development and social progress.

BECOME AN AFFILIATE OF ISA:

Any individual teacher, administrator, School Board member, parent, School Trustee, or anyone interested in international education and international schooling may become an individual affiliate of ISA and receive a personal copy of regular ISA publications.

Ask the ISA Secretariat for information.

GUARDIANS OF TRADITION WORK FOR CHANGE

(Status of the African Woman and the Senegalese Woman)

by Caroline Diop

Traditionally, African women play an important role in their society. Until quite recently they were entirely responsible for the education of their children as well as for arranging religious rites for them, getting them married later, and organizing the family budget.

Indeed, an African woman may hold down two or three demanding jobs. She runs the household (although discreetly, as diplomacy is important in this matter). She also cultivates her own piece of land as well as her husband's. And she fetches wood, draws water from the well and prepares food for those who are working in the fields. I wonder if many men could do as much?

Moreover, in Africa, women are the guardians of tradition. It is through them that the traditional secrets are handed down.

It was only during the colonial period that girls were left at home while the boys went off to school, creating an artificial gulf between the sexes. In recent years, this has been changing and the Senegalese constitution prescribes complete equality in education for boys and girls.

In fact girls have shown they are fully capable of keeping up academically with boys; in certain universities they even take first place. We have made considerable progress and already 17 per cent of our university students are girls.

I was a primary school teacher, then a principal, before being elected to the National Assembly. And it was through my contacts with the families of my pupils that I awoke to the realities of their situation.

Education, not mere information

I began to organize lectures explaining to women their responsibilities in education and in establishing cooperation between parents and teachers, for we believe that narrow instruction without broader education is useless.

In 1962, when I had been teaching for 17 years, I was asked to head Senegal's activities on behalf of women. The idea was to create information and education units in every village. We needed to get across to the women that, though we cherish our traditions, a choice had to be made among them, preserving those that enhance the position of women and rejecting those which demean it.

Similarly, we set out to train women to discern the obstacles hindering their progress and to find their own solutions to them.

In this way, they began to develop a feeling that they could control their own welfare. But the husband was not left out in the cold; his advice was sought and regular exchanges developed with everybody participating in the discussions - husbands and wives, parents and children; giving a new dimension to the whole life of the village.

In neighbouring West African countries and certain Central African ones, commerce and business in general are controlled by women. In Senegal they are beginning to show interest in these areas. We already have a woman vice-president of the Chamber of Commerce. And women are becoming active in such trades as weaving and marketing cloth and in selling household goods and groceries.

To help women attain economic independence, our movement encourages traditional crafts such as pottery, dyeing and wicker-work. We also try to stimulate traditional sewing and embroidery. And in several regions of the country, cooperative societies have been created to produce and market these wares - with encouraging results. Recently, we have been getting export orders for the craftwork of our women, a sure sign of success.

Where women excel

However, it is in politics that African women excel. The role they play on the political scene is so important that one might almost say they form its basis.

African women understand that they are the pivot of the community and must therefore be well informed about the problems of our world. Consequently, in nearly all the African countries you find women members of parliament, as, for example, in Guinea, Ivory Coast and Zambia.

In Senegal, the National Women's Movement, a branch of the Senegalese Progressive Union, had a difficult time during the years that followed independence in 1960. Whenever a woman was elected, people would say she had usurped a man's place. But the men finally came to understand that at a time when we advocate socialism, men and women must work together to build a better world.

In 1973, I was the first woman chosen to represent my fellow-countrymen in the National Assembly and last year I became its vice-president, which was a real step forward.

Our society is changing and women's problems appear in a different light today. There are questions relating to the status of married women, illegitimate children (for whom hardly any provision was former-

ly made) and the repudiation of wives by their husbands. Previously, a woman could be repudiated at any time without any legal proceedings. The husband merely pronounced a formula telling her to leave the house and it was all over for her. Today, our men understand that a woman is no longer a mere object but a person who has to be considered.

We had to fight hard to get the new Family Charter adopted by the National Assembly in 1972. It was a major breakthrough. Fortunately, the head of our country, President Leopold Sedar Senghor, is greatly admired and respected and his voice carries straight to our people's heart. He did all he could to avoid clashes by conciliating the different points of view.

As our population is 80 per cent Muslim, marriage in our country is based on the teaching of the Qu'ran. At first there were difficulties and painful confrontations when the opposing parties failed to understand each other. Some people accused our women of flouting tradition and even the principles laid down in the Qu'ran, though this was far from being the case.

Fortunately there is a tradition in Senegal of solving these kind of problems through conciliation. In the old days when judgement was given under the baobab tree, our notables sought consensus through long discussions before taking their decisions. We fell back on this old custom and the government initiated a dialogue with our religious leaders, examining the controversial issues point by point. As a result, they came to understand that parts of the charter which had seemed incompatible with the Qu'ran were in fact in keeping with its true spirit.

Spreading the news

It is not enough, however, to adopt a Family Charter. Women must understand its provisions and become aware of their rights. Laws often get voted without the people concerned knowing anything about them. So, even before the Charter was voted, members of the National Women's Movement set off all over the country, to bring the news to the women in the remotest villages.

Not all the women of Senegal were immediately convinced of the usefulness of these new measures. Some even imagined they opened the way to licence, and we had to convince them otherwise by radio talks, meetings and lecture tours in the countryside.

I am often asked if African women have a message for their sisters in Europe and America.

I believe that women in the industrialized countries should not take politics lightly. Their organizations should make a common effort be-

cause the struggle is the same everywhere. And women in their numbers should join political parties so as to make their voices heard. They cannot strengthen their position by staying on the outside. If their views are to be taken into consideration, they have to be on the spot, ready to contribute something of themselves.

In Africa men have confidence in their women. Why should it be different in Europe or America ?

With acknowledgements to "Young Oxiam", Oxford,
the following is reproduced as a contribution
to INTERNATIONAL WOMENS YEAR 1975



“When I use a word,” Humpty Dumpty said in rather a scornful tone, “it means just what I choose it to mean—neither more nor less.”
“The question is,” said Alice, “whether you can make words mean different things.”
“The question is,” said Humpty Dumpty, “who’s to be Master—that’s all.”

CONSEIL MONDIAL DES SOCIÉTÉS D'ÉDUCATION COMPARÉE
WORLD COUNCIL OF COMPARATIVE EDUCATION SOCIETIES

"Actes du Deuxième Congrès mondial des Sociétés d'Éducation Comparée"
Genève, 28 juin au 2 juillet 1974,; édité par Joseph Katz; 228 p..

Les systèmes scolaires du monde entier se préoccupent actuellement de définir la place et les objectifs de l'enseignement secondaire. Partout, les élèves des écoles secondaires souhaitent qu'elles les aident à parvenir à une meilleure compréhension d'eux-mêmes et de leur société. Il arrive trop souvent que l'enseignement, la technologie, le programme, l'orientation et l'administration n'aient aucun sens pour l'élève, ni aucun rapport avec ce dont il pense qu'il a besoin et ce qu'il voit dans la société.

Les buts de l'école secondaire, tels qu'ils sont définis dans la publication "L'efficacité et l'inefficacité des écoles secondaires", fournissent les fondements nécessaires à l'établissement de programmes ayant une signification aussi bien pour les élèves que pour la société et permettant une collaboration entre la famille et les écoles qui ne peut qu'être à l'avantage de la jeunesse d'aujourd'hui, que ce soit dans une société développée ou en voie de développement. Lorsque, comme c'est le cas dans ce volume, l'objectif central de l'école secondaire est envisagé comme un moyen d'aider l'élève à organiser et à diriger sa curiosité et ses capacités vers un but qui est le plein épanouissement de la personne et du citoyen, il devient alors possible pour les directeurs régionaux, les inspecteurs généraux, les directeurs d'écoles et le personnel de l'enseignement secondaire de faire de l'éducation passionnante et provocante que réclament les jeunes une réalité possible.

La publication "L'efficacité et l'inefficacité des écoles secondaires" est le résultat d'un échange de vues sur l'éducation et ses valeurs, couvrant l'ensemble du monde, et, comme tel, il revêt une importance spéciale pour ceux qui désirent donner aux écoles secondaires de leur communauté la signification et l'orientation que la jeunesse de ce monde recherche. Voici donc un volume qui peut servir de guide pour l'amélioration de l'actuel programme de l'école secondaire ou pour le développement de nouveaux programmes destinés aux jeunes gens qui suivent les écoles secondaires à plein temps ou à temps partiel. Cette publication a pour but de donner à l'enseignement secondaire sa véritable efficacité et son excellence.

Ce volume peut être obtenu au prix de Francs suisses 15, en écrivant à Mme A. Hamori, Secrétaire générale, Conseil Mondial des sociétés d'éducation comparée, Palais Wilson, CH 1211 Genève 14, Suisse.

"Proceedings of the Second World Congress of Comparative Education Societies" - "Efficiencies and inefficiencies in Secondary Schools", Geneva, June 28 - July 2 1974; edited by Joseph Katz, 228 pages.

Today, schools systems everywhere are concerned with defining the place and purposes of the secondary school. In all instances, the students who attend these schools expect the school to help them achieve an understanding of themselves and their society. In all too many cases the teaching, the technology, the curricula, the counselling and the administration fail to make sense to the student in terms of what he feels he needs and what he sees in society.

The goals of the secondary school as defined in "Efficiencies and Inefficiencies in Secondary Schools" provide a basis for establishing secondary school programs which are meaningful to students and society alike and make it possible for home and schools to cooperate to the advantage of the youth of today whether in a developed or developing society. When as is shown in this volume the central purpose of the secondary school is seen to be to help the student organize and direct his curiosities and capacities to the end that he is able to realize his full potential as a person and as a citizen, it becomes possible for secondary school superintendents, supervisors, principals and teachers to create the exciting and challenging education which young people seek.

"Efficiencies and Inefficiencies In Secondary Schools" is the product of the views and values of education from around the world and as such has special significance for those who would give the secondary schools in their communities a meaning and direction our worldly young people seek. Here is a volume which may well serve as a guide to improvement of the present secondary school program or the development of new programs for youth attending secondary schools on a full or part-time basis. The volume is designed to achieve efficiency and excellence in secondary education.

The volume may be obtained by writing and sending \$6.00 to Mme A. Hamori, Secretary General, World Council of Comparative Education Societies, Palais Wilson, CH 1211 Geneva 14, Switzerland.

CURRICULUM DEVELOPMENT IN THE FEDERAL REPUBLIC OF GERMANY

Curriculum development in the FRG is characterized by a certain lack of coordination and the use of divergent approaches. Various groups work independently from each other under diverse conditions on separate aspects of curriculum. The UNESCO Institute for Education has taken up a project, initiated under the auspices of the German Commission for Education in 1972 and presently funded by the Federal Ministry for Education and Science, whose purpose is to obtain a clearer picture of the state of curriculum development so as to identify the spectrum of opinions, interests and problems encountered and thus to provide a factual base for policy decisions.

The project consists of the following methodological steps: 1) an identification phase; 2) Interviewing of some typical groups leading to the formulation of hypotheses; 3) A workshop where representatives of the groups interviewed discuss the findings and clarify the hypotheses developed by the research team; 4) An expanded field research phase directed to the testing of hypotheses.

The particular points which are being investigated are:

- a) Organisational Aspects of Curriculum Development: what are the initiating forces? Which interests are represented? Who is working in this field? What is their mode of work? How much time and resources do they have at their disposal?
- b) Purposes and Outcomes: What motivation is crucial for the establishment of a curriculum development group? Who are the "clients"? Which subject areas are represented? What is the quality of the products?
- c) Strategies of Curriculum Development: Diverse forms of planning; interdependence between type of planning and strategies used; decision making processes, etc.
- d) Problem areas: What problems do the groups encounter in the organization of their work, recruitment of personnel, realisation of aims? What are the problems specific to different stages of the developmental Process?

The outcomes of the project will be available by the second half of 1975. Requests already received from some European countries for use of an adapted version of the instruments developed during the German project may later lead to a comparative study of similar problems.

REGIONAL CONFERENCE TO BE HELD IN INDIA DURING ONE WEEK IN DECEMBER 1975

Under the theme "Integrated Mathematics Curriculum Development for Developing Countries", the Conference is being sponsored by ICMI jointly with the Indian National Science Academy, University Grants Committee and National Council for Educational Research and Technology. Participation is being invited from all the developing

countries of South Asia.

The objectives of the Conference are to collect information about the state of mathematical education in various countries of the region, and about their needs and goals and their efforts in the field of curriculum development; and to examine the possibility of formulating an integrated curriculum in mathematics at secondary and undergraduate levels which is relevant for the attainment of the goals of those countries.

Further information may be obtained from the Executive Secretary, Indian National Science Academy, Bahadur Shah Zafar Marg, New Delhi-1, India.

NEW UNFPA PUBLICATION DETAILS POPULATION ASSISTANCE TO DEVELOPING
COUNTRIES AROUND THE WORLD

Assistance by 120 Organizations in 107 Countries Listed

Information on the many varieties of population assistance being provided to 107 developing countries - from Afghanistan to Zambia - by more than 120 multilateral, bilateral and non-governmental agencies and organizations is given in a new publication released in May 1975 by the United Nations Fund for Population Activities (UNFPA).

The 397-page publication, "Inventory of Population Projects in Developing Countries around the World - 1973/74", includes more than 1,200 separate country, regional, interregional, and global entries. They describe an estimated 3,000 population projects and programmes, ranging in size from hundreds of dollars to millions of dollars.

Brief descriptions of the major donor agencies are included as well as demographic data and population policies of the developing countries. Descriptions are also given of population projects in such areas as census and data collection and analysis, family planning, information, education, communication, research and training.

Copies are available from the United Nations at \$10.00 per copy. Prepared by : UNFPA, 485 Lexington avenue, New York, N.Y. 10017, USA. Tel: (212) 754-1234 ext. 2504.

THE UNITED NATIONS DEVELOPMENT PROGRAMME AT A GLANCE

OVERVIEW

The United Nations Development Programme (UNDP) is a branch of the United Nations through which over 140 governments and nearly 20 international agencies work together for worldwide economic growth, the increased output of goods and services, and improvements in the quality of life.

The UNDP's activities are primarily directed toward developing countries - throughout Asia, Africa, Latin America, the Middle East and parts of Europe - in their efforts to make more effective use of available natural resources and human talents and energies. Toward this end, the UNDP supports some 7,600 projects in agriculture, industry, education, power production, transport, communications, health, public administration, housing, trade, and other related fields. These projects form part of three-to-five-year "country programmes" which are closely linked with overall national development plans.

Backed by UNDP funding of about \$315 million a year, projects are largely carried out by the Agencies of the UN development system. Operating in the field under UNDP leadership, FAO, ILO, the World Bank, UNIDO, UNESCO, WHO, and the UN's Office of Technical Co-operation handle a major share of the work.

Projects do not involve any direct money grants. Rather, they make available to the developing countries each year the knowledge and experience of 10,000 international experts... 5,000 fellowships for advanced study abroad... some \$35 million worth of equipment, from computers to basic hand tools... and specialized technical services valued at nearly the same amount. Though the majority of these in-puts are "purchased" from the industrialized countries, more than 100 different nations function as sources of supply.

ACTIVITIES

Project work covers five main fields:

- Surveying and assessing such development assets as farm lands and forests; rivers and sub-surface waters; mineral deposits; fuel reserves; and manufacturing, commercial and export potentials.
- Stimulating capital investments to help realize these possibilities.
- Training in a wide range of vocational and professional skills.
- Adapting and applying modern technologies, with appropriate environmental safeguards.
- Economic and social planning: with particular emphasis on meeting the needs of the least developed countries and the poorest segments of the population, and on development co-operation among neighbouring countries.

A SCHOOL IN SICILY

One of the questions raised in the World Bank's working paper Education is "How can education contribute to rural development, and thus respond to the needs and aspirations of the vast majority of the poor living in the villages?" An experimental school at Partinico in Sicily may provide some answers.

Partinico is one of the small communities that surround Palermo, an area once called "the triangle of hunger". A history of deprivation, exploitation, and bureaucratic indifference presented most of the population with but two choices: unrelieved poverty or emigration.

In 1952 Danilo Dolci, a Triestine Italian trained as an architect, came to the area and stayed to help the farmers. Using such methods as nonviolent strikes, volunteer work brigades, training, and local cooperatives, Dolci opened ways for the people to solve their problems through their own initiative. For example, a well-publicized fast in which many of the villagers joined forced the government to plan, finance and build with local workers, an irrigation dam on the Iato River.

In recent years, Dolci and his colleagues have been developing new forms of education for children and adults. They began with the doposcuola, informal, after-school, after-work sessions that meet specific learning needs, as well as special courses in group-discussion techniques, music, and community studies.

Two years ago, Dolci's CENTRO STUDI e INIZIATIVE began planning a full-time school to expand his concept of community-centered education. The educational program, determined jointly by parents, teachers and students will stress general education and skills necessary for further community development. In the belief that the school provides a unique opportunity to learn how to gear educational planning specifically to the needs of economic and social development, the Ford Foundation has granted the centre \$72,000 over a three-year period. It will support outside experts, staff visits to other schools, educational seminars, and other activities aimed at refining goals and developing methods of learning appropriate to the community.

Project Director: Danilo Dolci, Centro Studi e Iniziative
(Center for Study and Action), 90047 Partinico (Palermo), Italy.

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EN INDONESIE : UN SATELLITE NOMME "EDUCATION"

par Pierrette Posmowski

L'Indonésie a actuellement un projet ambitieux qui vise à élever le niveau général de son enseignement grâce à l'emploi d'un satellite de communication.

Cet Etat du sud-est asiatique sera vraisemblablement le premier pays en voie de développement à entrer dans le club très fermé des propriétaires de satellites. (Les trois autres membres en sont actuellement l'URSS, les Etats-Unis et le Canada). L'un des douze canaux du satellite indonésien sera consacré à l'émission de programmes éducatifs qui atteindront les points les plus reculés de l'archipel.

Des précisions sur ce projet ont été données par le professeur Setijadi, directeur du Bureau indonésien de la recherche et du développement en matière d'éducation et de culture, qui assistait à une récente conférence de l'Unesco, à Paris. Le satellite, a-t-il précisé dans une interview, sera du type géostationnaire et il entrera en service dans le courant de 1977. Construit par la firme américaine Hughes Aircraft, ce sera une version modernisée des satellites ANIK lancés par le Canada au début des années 1970. Il est destiné principalement aux télécommunications, mais comportera également des canaux réservés à la télévision éducative et commerciale, à la défense nationale, et à l'industrie du pétrole. Les quatre canaux qui resteront disponibles pourraient être loués à des pays voisins - les Philippines, la Thaïlande et la Malaisie, par exemple.

Atteindre les villages

La géographie physique et humaine de l'Indonésie - 130 millions d'habitants répartis sur 5.000 îles et près de 2 millions de kilomètres carrés - justifie ce recours à une technologie de pointe. Le satellite doit permettre en effet aux responsables de l'enseignement d'atteindre les maîtres des villages les plus reculés de l'archipel. Les programmes seront retransmis par 50 stations au sol réparties sur toute l'étendue du territoire indonésien. M. Setijadi n'exclut pas qu'un second satellite puisse être lancé d'ici à quelques années si le besoin s'en fait sentir.

A qui s'adresseront les programmes ? Au début, il s'agira surtout de cours de formation destinés aux maîtres qui enseignent dans les 65.000 écoles primaires du pays. "Dans le cadre de notre réforme scolaire, dit M. Setijadi, nous avons élaboré de nouvelles méthodes et renouvelé le contenu des manuels. Les 350.000 instituteurs indonésiens doivent apprendre à appliquer ces méthodes et à utiliser ces ouvrages.

Nous avons organisé des cours par correspondance et créé 60 centres de recyclage où les maîtres viennent pendant les vacances. Mais c'est très insuffisant. Les enseignants qui exercent dans les villages isolés se trouvent coupés des idées nouvelles et des innovations en matière d'éducation. Au bout de quelques années, leur savoir est périmé et un recyclage sérieux d'impose".

Former des techniciens

Le perfectionnement des maîtres en cours d'exercice sera donc la première priorité pour le satellite. La formation professionnelle et technique sera la seconde. "Nous avons à faire face, dit M. Setijadi, à tous les problèmes d'une nation qui essaie de s'industrialiser rapidement en tirant le meilleur parti possible de ses ressources minérales". (On sait qu'en plus de ses gisements pétrolifères, l'Indonésie est riche en étain, en manganèse et en bauxite). "Le pays manque de techniciens de niveau moyen et, à cet égard, le satellite peut rendre de précieux services en diffusant les données les plus récentes pour étayer les cours des centres de formation technique. Dans un troisième temps, les émissions du satellite pourraient servir à améliorer et à diversifier la formation au niveau universitaire.

C'est une innovation révolutionnaire pour un pays où les émissions de la radio éducative ont démarré sur une base expérimentale, il y a seulement deux ans et où l'on ne fait encore qu'un usage très restreint de la télévision éducative. En fait, la télévision ne couvre à ce jour qu'une petite partie de Java et Sumatra.

INDONESIA'S TELE-EDUCATION BY SATELLITE MARKS AN ASIAN FIRST

by Pierette Pomowski

Indonesia has an ambitious plan to upgrade its educational system using a communications satellite.

This South Asian nation is likely to become the first developing country to join the exclusive club of national satellite owners - the three other members are the USSR, the USA and Canada. When it does, one of the satellite's 12 channels will be devoted to educational programmes reaching out to the farthestmost corners of the archipelago.

Details of the project - "still very much in the planning stage" were given in Paris during a recent Unesco conference by Dr. Setijadi, chairman of Indonesia's Office of Educational and Cultural Research and Development.

The satellite, which should be in operation by early 1977, was built by Hughes Aircraft. It will be of the synchronous (geostationary) kind, a more modern version of the ANIK satellites launched by Canada

in 1972/3. It is intended primarily for telecommunications, but there will be channels for television (both general information and educational), defence and one for the use of the oil industry. The four remaining channels may be leased to neighbouring countries - possibly the Philippines, Thailand and Malaysia.

Indonesia's geography - 130 million inhabitants scattered over more than 5,000 islands - make this excursion into modern technology a "good buy" in spite of the expense, enabling educational authorities to reach teachers in far-flung villages. In fact, Dr. Setijadi foresees that, as demand increases, a second satellite may be launched a few years hence. The programmes will be received and retransmitted by 50 ground stations throughout the length and breadth of Indonesia - "one in each of the 26 provincial capitals to begin with".

What kind of broadcasts will be carried by the satellite? For a start, Dr. Setijadi said, it is planned to concentrate on the in-service training of teachers for Indonesia's 65,000 primary schools.

"Under our educational reform, new methods have been devised and textbooks with a new content produced for use in primary schools. The 350,000 teachers in these schools have to be taught how to use these books and methods. We already have correspondence courses and have set up a programme for training groups of teachers during the vacations in 60 special centres. But this is sadly insufficient. Teachers in isolated villages are cut off from new ideas and educational innovation. After a few years, their knowledge becomes outdated and refresher courses are indispensable".

Organizing this training will be Number One priority for the satellite broadcasts, together with out-of-school education. Number Two will be vocational and technical education programmes. "Our problem", Dr. Setijadi says wryly, "is that of a nation trying to industrialize as fast as possible before it exhausts its supplies of minerals". (In addition to oil, Indonesia has large deposits of tin, manganese and bauxite). The country is short of middle level technicians and, here, the satellite can render valuable service in broadcasting the latest data to bolster up courses at technical training centres. At a third stage, satellite broadcasts could be used to upgrade and diversify training at university level.

All this will mean a revolutionary new departure for Indonesia where educational radio broadcasts started experimentally only two years ago and there is as yet no extensive use of television for education. In fact, TV still only covers a small part of Java and Sumatra.



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DELIGHTS OF IRAN'S ANCIENT FOLKTALES

Marlena Frick

The History of Persian story-tellers is a long one. In the ancient courts of the shahs they picked out heroic and romantic deeds and fashioned them into tales that eventually became a part of the classical folk-lore tradition.

Their stories were full of wit, anecdote and beautiful metaphors and down to today few are as highly regarded in town or village as the man who can combine such elegant use of language into enchanting poems.

But time moves on and while progress has spelled an increased standard of living for many Iranians the outlook has not been so bright for the story-tellers. The advent of radio, cinema and television has spelled redundancy for many of them.

Preserving old delights

While the modern media provide plenty of new stories these bear no comparison to the enchantment of the old, and the danger is that such gems of oral tradition may disappear.

Fortunately, however, some people in Iran are alert to the danger and have decided to record their country's folk-lore before it is lost altogether. In "Folk Tales of Ancient Persia" (Caravan Books, Delmar, New York), Forough Hekmat, with the help of his collaborator Yann Lovelock, retells some of the stories he was told as a child. There are only ten out of the many still to be recorded in books but it is a start and the tales he relates are full of humour and poetry, and reveal an innate concern for humanity.

Two of them are from the mists of antiquity - "The Cat-King and the Mice", a poem in short couplets that satirises the prevailing political climate, is 700 years old; "The Lion and the Donkey" is selected from a group of animal fables collected 2000 years ago in a book known as Bid Paay. The themes are familiar in all languages: about love and the family, the folly of pride, the absurdity of prejudice and the importance of the individual and his search for a meaning to life.

Versions of Persia's folk tales were told in other countries, spread at a time when all Islamic countries had a common culture stretching from Northern India to the Near East and Northern Africa and Spain. Some of them have a familiar ring to Western ears which is not so surprising as many western writers were inspired by them. One story for instance, inspired Matthew Arnold's poem "Sohrab and Rustum", and the history of the "Little Pea" in the collection bears strong similarities to Grimm's Tom Thumb.

The book, delicately illustrated in pen and ink by Muhammad Bahrami, is a useful addition to the Persian Heritage Series published under the joint auspices of Unesco and the Pahlavi Foundation's Royal Institute of Translation and Publications. The stories related retain many features of the classical style - although naturally they have been simplified with children in mind. There is a moral hidden in each one, however, and, with their emphasis on loyalty, kindness and truth, patience and the foolishness of discrimination and greed, adults will greatly benefit from reading them, too.

Below is one of the drawings by Muhammad Bahrami which illustrate "Folk Tales of Ancient Persia".



LATIN AMERICAN FACTS AND ILLITERACY

The South American continent covers an area of 6,829,000 square miles or about 13 per cent of the total land area in the world.

U.N. Statistics Year Book 1973 gives the population rounded off at 300 million or 7.8 per cent of the world population, with an annual increase of 2.9 per cent.

The Latin American states south of Panama (with population in mid-1972) are:

	Millions		Millions
Brazil	98.2	Bolivia	5.1
Argentina	23.9	Uruguay	2.9
Colombia	23.0	Paraguay	2.4
Peru	14.1		
Venezuela	11.1	Guyana	Thousands 754,000
Chile	10.0	Surinam	426,000
Ecuador	6.5	French Guiana	51,000

The area is rich in petrol and gas, with metallic ores (iron, copper, tin, manganese, bauxite, silver, platinum); nitrates and gems with extensive agriculture and animal husbandry.

It is of a mixed racial composition with Andean Indians, Indians other than Andean, European, Mestizo (mixed European and Indian); Negro and mulatto with a right proportion of Negro in the coastal regions of the north and middle west. There is wide linguistic diversity including Chibchan, Cariban, Arawakan, Ge, Tupi Guanari, Marco-Tupi-Guanari, Quechan and Aymaran which in all embraces some 600 different languages. Largely, the official languages are Spanish, Portuguese, English and French.

Literacy campaigns in Latin America have been vigorously pursued because it has long been realized that literacy is related to growth and that the latter cannot be achieved if a nation is largely illiterate, particularly in the rural areas.

Although illiteracy in Latin America decreased from an average of 32.5 percent in 1960 to 23.6 percent in 1970, the absolute numbers of illiterates (age 15 and over) rose from an estimated 40 million to 63 million during the same period (Unesco, 1972). Literacy campaigns have been common in many of the continent's republics, however achievements vary considerably from one country to another. Cuba, for example, reported that, as a consequence of a massive effort in the early 1960's, it had practically eradicated illiteracy among its adult population. Census reports from various countries (see Table) indicate the magnitude of the

illiteracy decline. Thus Brazil reports that illiterates age 15 and over declined from 39.4 percent in 1960 to 33.0 percent in 1970; Mexico, meanwhile, reported decrease from 37.8 percent age 15 and over in 1960 to 23.8 percent age 10 and over in 1970.

NUMBER AND PERCENT OF ILLITERATES IN SELECTED LATIN AMERICAN COUNTRIES

Population aged 15 and over

<u>Country and Census date</u>	<u>Total</u>	<u>Number</u>	<u>Percent</u>
Brazil 1960	40,187,590	15,815,903	39.4
1970	54,338,606	17,936,887	33.0
Chile 1960	4,451,597	730,038	16.4
1970a)	5,396,440	629,440	11.7
El Salvador 1961	1,386,468	706,837	51.0
1971b)	1,910,658	824,062	43.1
Mexico 1960	27,987,838	10,573,163	37.8
1970c)	32,434,176	7,721,927	23.8
Venezuela 1961	4,084,702	1,421,228	34.8
1971c)	7,331,952	1,681,630	22.9

- a) Results from 5% sample of family units
 b) Results from 5% sample of family units and a 100% sample of non-family groups
 c) Population aged 10 and over

The INTERNATIONAL SCHOOLS ASSOCIATION
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Dr Paul Scheid
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 of the Goethe University, Frankfurt-am-Main.

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PROPOSITIONS POUR UN DEBAT SUR LA
"FORMATION DES MAÎTRES"

(par Roger Hollard, Directeur du Collège Cévenol, France.)

Avant de faire des propositions précises sur la formation que doivent recevoir des enseignants pour un enseignement international, nous préciserons ce que pourrait être les exigences vraisemblables de l'enseignement du futur. Nous avons un pari à faire à un moment où nous savons que la société future vient vite sans que nous puissions en définir les contours. Il était facile dans une société stable non progressiste de définir le rôle du maître et nous pouvons constater que cette fonction est restée à peu près la même pendant des siècles: le maître était celui qui savait, qui réfléchissait, qui transmettait les connaissances nécessaires à la survie de sa société. Il avait comme tâche essentielle de faire passer les connaissances préalablement apprises à ses élèves en leur donnant en même temps une méthode pour traiter les problèmes posés par ces connaissances. Nous constatons que ces connaissances sont maintenant si nombreuses que personne ne peut les posséder même superficiellement: "l'honnête homme", "l'homme cultivé" tel qu'on pouvait le trouver au XVIIIème n'existe plus aujourd'hui; nous avons au contraire nécessairement un homme dont l'ignorance s'accroît aussi vite que s'augmente la somme des connaissances de l'humanité. Dans l'enseignement international nous percevons d'autant plus ce problème que nous nous heurtons aux difficultés linguistiques ou culturelles engendrées par la réapparition d'ethnies avec leur langue et leur civilisation: il faut se garder de l'illusion d'une simplification dans ce domaine. Certaines langues comme l'anglais ont une vocation internationale mais cet anglais n'est plus celui qui permit à Shakespeare de s'exprimer: c'est un anglais de base utile dans des relations superficielles, sans grande valeur intellectuelle; par contre, nous notons que chaque minorité cherche la langue qui lui permet de s'exprimer et lutte pour la défendre contre l'invasion des langues dites internationales: il en est de même pour les cultures. L'enseignement international ne peut donc se définir comme celui qui sait, qui va transmettre ses connaissances qu'elles soient d'ordre linguistique ou d'ordre scientifique: il nous est également impossible dans une école internationale de savoir en même temps ce que doit savoir un habitant des Etats-Unis, ou d'Angleterre, ou d'Uganda, ou d'Algérie, etc. pour vivre dans son contexte national. Plus qu'ailleurs dans une école internationale notre domaine d'ignorance apparaît vaste et les élèves le perçoivent encore plus: d'une multitude d'histoires nationales ou locales; l'exemple le plus imple pour des européens est de réfléchir au contenu de l'histoire du XXème siècle telle qu'elle est sentie par un allemand ou par un français: cette histoire est pour un allemand part de sa réalité vitale et pour un français aussi, c'est-à-dire qu'il faudrait ajouter les deux histoires si l'on voulait rester proche de la vérité; on préfère dans ce cas-là se contenter de prendre, sous prétexte d'objectivité, quelques faits qui sont perçus de la même manière et

laisser de côté ceux qui ne peuvent pas l'être. Nous devons donc donner à l'éducation d'une école à vocation internationale une autre définition, celle qui permet à chaque individu de percevoir la richesse de son héritage local, régional, national ou international de prendre conscience de toutes ces réalités fondamentales pour lui: on ne comprend bien les autres que dans la mesure où l'on se comprend soi-même (et vice-versa...).

Un deuxième point nous paraît fondamental: l'augmentation démographique et la croissance globale se doublent d'un rétrécissement des moyens d'information. Il n'est pas stupide de penser que les techniques globalisantes font courir à l'humanité un danger extrêmement grave d'unification et de totalitarisme; par exemple les moyens de transmission par satellite peuvent permettre de meilleures relations entre nous tous et donc devraient pouvoir être un enrichissement: cependant nous savons que seules quelques puissances seront capables de transmettre ainsi les connaissances et les nouvelles qu'ils auront choisies; l'on peut imaginer que l'information de masse accentuera encore ce processus d'unification et donc d'appauvrissement humain de l'individu, tel que nous le constatons déjà dans l'uniformisation des moyens de vivre quotidiens: ceci contribue à déraciner les hommes et à créer des tensions sociales et culturelles de plus en plus vives.

Il est donc urgent que des enseignants soient formés pour permettre à chacun de devenir une personne qui fait de l'individu un numéro; il serait particulièrement dangereux pour une école internationale d'avoir des professeurs qui accentuent ce caractère de masse en utilisant des moyens uniformisants: c'est le danger notamment de certains enseignements programmés qui soumettent l'élève aux machines ou aux vœux d'éditeur. Par contre la tâche fondamentale qu'il nous faut accomplir est de développer l'intelligence qui seule permet à l'homme de vivre d'une manière autonome et donc de rechercher des formes d'enseignement et de matières qui sont particulièrement exigeantes au point de vue intellectuel. Il faut également tenir compte des données de sciences humaines modernes qui affirment que l'on ne fait bien que ce que l'on aime faire, c'est-à-dire qu'on ne peut pas forcer la bête à avaler tout ce que l'adulte veut lui faire avaler, mais qu'il faut le lui faire aimer: on pourrait élargir cette proposition en disant que toute formation scolaire devrait donner avant tout aux hommes, quel que soit leur âge, le goût et l'envie du savoir et peut-être dans un sens plus large encore le goût de la vie. Nous remarquons que l'éducateur retrouve un rôle fondamental, que l'école qu'elle qu'en soit la forme retrouve une place privilégiée dans cette lutte continue pour donner aux hommes la possibilité de rester des personnes libres. Il apparaît donc que nous devons être exigeants lorsque l'on fait une école et d'autant plus exigeants lorsque cette école se veut internationale et préparer des hommes capables de vivre en paix entre eux et de créer des conditions de paix entre les peuples, les races et les religions.

Nous allons voir maintenant les conséquences que l'on peut tirer de ces remarques préliminaires:

La première est qu'il faut redonner à l'école sa fonction éducative plus qu'instructive, c'est-à-dire retrouver le sens originel de ces mots qui consistent à dire: faire sortir la personne de l'individu en tenant compte des structures naturelles humaines. Depuis le XVII^{ème} siècle les écoles ont été dévoyées et elles se sont soumises à des idéaux sociaux c'est-à-dire qu'il fallait former l'individu non pas pour lui-même mais pour qu'il soit un bon rouage de nos sociétés: A enfant bien sage, homme bien soumis; peu d'esprit critique mais tête bien pleine plutôt que tête bien faite, le comble étant l'homme formé par les écoles supérieures où l'on sait des mathématiques, de la physique mais où l'on est incapable de comprendre pourquoi et comment vivent les hommes... Il faut que l'école aide chacun à trouver sa vocation et sa destinée; pour obtenir cela de la part d'enseignants il faut que leur formation en ait fait des hommes libérés de cette idée qu'ils savent tous (car un dictionnaire peut toujours être feuilleté et donner de bons renseignements et un élève n'a pas besoin de 8 dictionnaires: il a besoin d'un professeur qui lui explique comment s'en servir et pourquoi on a besoin de savoir un certain nombre de choses vitales). Le professeur quel que soit le niveau de son enseignement primaire, secondaire ou supérieur, ne doit pas cependant avoir une connaissance superficielle de toutes choses, mais doit avoir reçu une formation spécialisée dans un domaine bien précis qui lui aura permis de faire l'expérience de la recherche, du travail personnel et qui lui aura appris également la nécessité du travail de groupe: il serait en effet dangereux de retomber, sous prétexte que la tâche d'un professeur est bien plus vaste que celle de l'enseignant d'une matière, dans une certaine ignorance généralisée où l'on remplace la véritable compréhension des problèmes, par une sorte de catéchisme, historiques et sociaux. Cet approfondissement d'un problème permet également de valoriser le professeur qui au regard de ces élèves apparaîtra comme quelqu'un qui est capable, dans un domaine, de savoir, et qui d'autre part connaît des éléments du savoir de chacun tout en se sachant limité dans ses connaissances.

La 2^{ème} constatation est qu'à travers la formation générale et l'enseignement des disciplines fondamentales, l'école doit être avant tout le lieu d'un entraînement intellectuel, c'est-à-dire que le professeur devra avoir à coeur de faire créer par ses élèves plus que de leur donner des recettes. Cet apprentissage qui fera appel à l'imagination créatrice, à la recherche, ne peut être obtenu que si la formation même des enseignants prévoit cet apprentissage et cette recherche. Comment par exemple imaginer qu'un professeur de physique demande à ses élèves de faire des recherches en laboratoire si lui-même n'a pas avant tout une formation de recherche en laboratoire? Cela veut probablement dire que vont disparaître de notre enseignement les manuels donnant toutes les recettes et qu'un effort considérable devra être fait pour créer dans les établissements, quel que soit leur niveau, des ateliers de recherches,

(pensons à ce qui se fait dans les écoles de type Montessori où l'enfant dès le plus jeune âge manie des objets qui ont une signification mathématique ou géographique etc ... ils apprennent ainsi à voir, à calculer, à organiser leur connaissance dont ils vérifient en même temps la justesse). Le professeur est à ce moment-là un entraîneur qui sait manier les choses et les idées et qui apprend donc à son tour à ses élèves à les manier et à les organiser.

La 3ème constatation met en cause la formation psychologique de l'enseignement: il faut que l'éducateur soit conscient de l'importance qu'ont sur l'apprentissage de l'élève les éléments psychologiques; on pourrait même ajouter l'importance des blocages de type religieux ou politique. Une formation livresque de la psychologie ne ferait que compromettre l'efficacité de l'enseignement qui se trouverait à nouveau obligé d'appliquer des recettes donc de faire un mauvais psychologue. Or on ne peut pas demander à l'enseignant d'être lui-même un psychologue de métier mais ce que l'on peut lui demander c'est d'être ouvert à la situation psychologique et sociale de ses élèves pour que la relation qu'il établit avec eux soit vraie; de plus des enfants dont la psychologie est respectée apprendront à respecter leur camarade et leurs relations à l'intérieur du groupe faciliteront à ce moment-là les échanges et l'enrichissement mutuel. Cette formation, le professeur ne peut la recevoir que dans la mesure où lui-même a été formé à la vie de groupe et qu'il a éprouvé de lui-même l'importance de l'autre dans ce groupe. Cet aspect du rôle de l'enseignant dans sa classe est d'autant plus important que nous savons maintenant que chacun de nos élèves est riche des informations reçues et qu'il faut donc que chacun d'eux prenne sa part dans l'enrichissement intellectuel du groupe. Il est évident que la formation universitaire telle qu'elle est en général pratiquée ne prépare pas actuellement l'enseignant à ce rôle d'animateur de groupe; il faut penser à créer ce lieu de préparation à l'animation de groupe soit dans des universités soit dans ces instituts de formation spécialisée. Cette formation d'animation serait également utile pour les relations inter-professeurs, car on ne pourrait envisager une école où les élèves partagent leur propre expérience et leur propre connaissance si on n'obtenait pas des professeurs eux-mêmes le même partage; à l'équipe d'élèves doit correspondre l'équipe d'enseignants qui devrait être exemplaire d'une nouvelle manière d'être à une époque où dans tous les domaines, le travail d'équipe est devenu une nécessité.

La 4ème constatation met en cause la situation sociale et économique de l'enseignant. On parle aujourd'hui d'humanités modernes qui devraient prendre la place des humanités classiques et il est vrai que bien souvent la formation reçue permet à un enseignant de mieux connaître la situation économique et sociale des siècles passés que celle dans laquelle il vit. Que notre société soit développée ou sous-développée, la place de l'économie est de plus en plus grande; de plus en plus; l'éducateur doit être donc sensibilisé à ce problème et notamment devenir conscient de l'évolution rapide des structures économiques qui imposent une école ouverte à tous ceux qui doivent se recycler quel

que soit leur âge pour s'adapter à une nouvelle situation économique et sociale. Dans beaucoup de pays les éducateurs forment un corps bien fermé qui n'a connu que la vie des écoles où ils ont été élèves, étudiants puis enseignants; leur langage n'est par conséquent plus compris de ceux auxquels ils s'adressent et leurs exigences culturelles et intellectuelles ne correspondent plus bien souvent à la société dans laquelle vivent leurs élèves. Il ne semble pas qu'une école puisse remplacer l'enseignement de la vie et il semble que les éducateurs devraient rompre leurs habitudes intellectuelles et scolaires, qu'ils ont tendance donc à perpétuer en faisant un passage dans "la vie normale"; pourquoi un éducateur à formation scientifique ne ferait-il pas un passage de quelques années dans une entreprise, ou un éducateur à formation littéraire ne travaillerait-il pas quelques années dans un poste de radio ou dans un journal? Cela permettrait d'ouvrir leur vision sur la vie extérieure à l'institution scolaire, de mieux sentir les difficultés rencontrées par leurs élèves et de retrouver un langage commun. Cette formation devrait permettre également aux éducateurs de participer activement à la création de loisirs et leur animation dans la société puisque à notre civilisation du travail correspond partout une autre civilisation, celle des loisirs qui tend à prendre de plus en plus d'importance dans la vie des hommes.

La dernière constatation serait de considérer l'influence de l'enseignant sur les affaires familiales et religieuses de leurs élèves; dans beaucoup de nos pays on a dissocié totalement éducation familiale et enseignement et nous nous trouvons maintenant devant des jeunes qui ne recevant pas dans leur propre milieu la formation traditionnelle n'ont plus du tout de formation morale, religieuse et idéologique. Il n'est pas bon qu'un éducateur impose une vision des choses mais il est nécessaire particulièrement dans une école internationale que l'éducateur soit sensible aux substrats religieux, moraux et familiaux de chacun de ses élèves. L'éducateur devrait donc être conscient de ce que lui-même pense dans ce domaine et être capable de développer chez ses élèves le goût de l'approfondissement et de la recherche religieuse et morale tout en développant des attitudes de compréhension et de tolérance mutuelle. Il est difficilement admissible que, pour ne faire de peine à personne, on ne parle plus dans les écoles de tout ce qui fait la vie profonde de chaque individu. Il faut au contraire profiter de la richesse de nos héritages sociaux, moraux et religieux pour créer un véritable débat respectueux entre ces différentes manières de vivre à l'intérieur de nos écoles. Cet apprentissage développera notre idéal international vers un respect des uns et des autres et donc contribuera à bâtir un monde de paix.

Resterait à considérer le lieu de cette formation: un fait semble s'imposer: le refus de créer des ghettos dans lesquels les enseignants sont coupés de la vie et sont nourris par une idéologie sans rapport avec la vie des élèves qu'ils vont rencontrer. L'éducation vers la fin du 20ème siècle et au début du 21ème siècle demandera

au contraire un enrichissement continu de chacun par l'expérience des autres; cela ne pourrait se faire que dans des structures d'apprentissage très ouvertes avec une multiplicité de responsabilités dans tous les secteurs de la vie. Peut-être faut-il également affirmer qu'il ne sera plus possible à un homme de se dire éducateur et de l'être pendant toute sa vie; peut-être faudra-t-il à l'inverse demander à des hommes qui travaillent dans des entreprises ou exercent un métier de venir faire part de leur expérience, et de leur méthode en enseignant eux-mêmes.

Le rôle de l'éducateur doit changer vite pour s'adapter à des réalités nouvelles: depuis des années, tous les efforts de modernisation des écoles se sont heurtés à l'indifférence ou l'hostilité de ses responsables, de ceux qui y vivent jour après jour: car ils n'étaient pas préparés à ces transformations. Aujourd'hui bien des professeurs renoncent, certains ne tenant pas compte des réalités voudraient supprimer les écoles. L'école pourrait devenir un luxe inutile si les hommes qui la font vivre manquaient d'audace et de foi en leur vocation qui est de libérer l'homme, de l'aider à conquérir sa personne.

Relativement à l'article ci-dessus, l'ISA invite tout lecteur à faire part de ses commentaires lesquels seront choisis et publiés dans d'autres numéros du Bulletin.

ISA invites comments on the above article, and will publish appropriate further texts in subsequent issues of the Bulletin.

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This new, two-volume dictionary aims to supply a need which is widely felt among native speakers and foreign learners for a comprehensive and detailed treatment of idiomatic expressions. Over 20,000 expressions are fully described and illustrated, many of the examples being drawn from up-to-date written and spoken sources. There are several special features which make the dictionary suitable for use as a practical manual for the advanced learner as well as the standard reference work in this specialist field.

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For further information about this volume and Volume 2 which is in preparation please write to :

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FORD FOUNDATION IN TURKEY

For more than twenty years the Ford Foundation's assistance in Turkey has focused on two major programs: secondary-school science curriculum reform and management training and education. Because Turkey has developed sufficient competence to continue these activities with minimal outside aid, the Foundation is ending its involvement in that country with four grants to Turkish institutions.

Since the early 1960s the Ford Foundation has provided more than \$3 million to help establish a pilot secondary school in Ankara to test new approaches to science teaching, and to extend new materials and teaching techniques to other schools. Textbooks have been developed for an introductory course in the physical sciences and for physics, chemistry, biology, and mathematics. Some 5,000 teachers have been trained to use the textbooks, new laboratory equipment, and films. The materials now are used in 189 schools, and have stimulated changes in university science education.

A final \$105,000 grant to the Scientific Technical Research Council will help purchase classroom equipment and supplies to facilitate expansion of the program to all secondary schools in the country.

The primary purpose of the management training programs has been to improve the efficiency of management in Turkey's public and private sectors. Three nonprofit institutions received final grants to help them continue work toward that goal.

The Ford Foundation's grants in Turkey have totaled \$13 million since 1954. In addition, to science education and management training, major activities receiving support have included population training and research, English-language training, and economics teaching and research.

AUTUMN

In valleys red with Chinese dates
Time-fattened chestnuts fall,
And through the ricefields' golden stubble
Crabs already crawl.

When from the arms of autumn
Such snacks for drinkers pour,
What but for sieves to strain new wine
Could we be waiting for?

Hwang Hwi (1363-1452)
Translation by Graeme Wilson

BOOKS

TEACHING INTERNATIONAL DEVELOPMENT (A Monday Morning Manual)

This teacher's manual on international development is well prepared and presents its contents in a lively way. It maps out a curriculum around the theme of international development. The handbook presents a great deal of basic information and makes suggestions for further study and presentation. The authors' interpretations are thought-provoking and aim at involving the reader, leading him ultimately to development action.

The manual presents a brief introduction to development, a rationale for teaching, a skeleton outline of a few major themes, an outline of objectives and suggested lesson approaches, etc. It is a joint project set up by the originating group and teachers working practically in the development education field.

The curriculum is concerned with the condition of the people in the Third World, their development and the underlying challenge of the Third World to the affluent nations. It asks questions that may challenge the conventional methods and meanings of development and searches for alternative modes of development for the developed and developing world. The text of the handbook is accompanied by handwritten reactions and comments made by the members and associates of the project. Photos, drawings and statistics complete the text.

Each section deals with a specific theme (population, hunger, literacy, aid, trade) giving both information on the issue and a series of "lesson strategies" for use in the Canadian classroom. The manual ends with a glossary of terms, a list of resources, and a presentation of the project team.

Published in 1974, the manual is available in English for Can. \$3.75, at the Community Alternatives, 2524 Cypress Street, Vancouver, B.C., V6J 3N2, Canada.

Le livre du maître sur le développement international compte 94 pages et propose un programme d'enseignement centré sur le développement international. Il présente de façon vivante une masse d'informations et des suggestions en vue d'une étude et d'un exposé plus approfondis de la question. Les commentaires des auteurs sont propres à provoquer la réflexion et visent à sensibiliser le lecteur pour l'amener ensuite à s'engager dans une action concrète.

Après une brève introduction générale et un exposé des raisons qui justifient cet enseignement, le manuel esquisse le schéma de

quelques thèmes à traiter, définit les objectifs, donne des conseils pédagogiques, etc. Il s'agit d'une initiative menée en commun par le groupe susmentionné et des enseignants s'occupant d'éducation pour le développement. Le programme est axé sur les points suivants: situation de la population dans le Tiers Monde, son développement, le défi du Tiers Monde aux nations riches, etc. Il pose des questions susceptibles de mettre en cause les méthodes et les définitions traditionnelles du développement et s'efforce d'indiquer des solutions de rechange à l'intention du Tiers Monde et des pays industrialisés.

Le texte est accompagné d'annotations et d'observations faites par les membres du groupe et les participants au projet. Des photos, des dessins et des tableaux statistiques le complètent. Chaque section est consacrée à un problème précis (population, faim, alphabétisation, assistance, commerce) et contient une série de "plans de leçon" utilisables dans les écoles du Canada. On y trouve enfin un glossaire, une bibliographie et de courtes notices sur les membres de l'équipe qui ont participé au projet.

Le manuel est disponible en anglais; publié en 1974, une seule copie coûte Can.\$3.75 et peut être obtenue auprès de Community Alternatives, 2524 Cypress Street, Vancouver, B.C., V6J 3N2 Canada.

OM POM POQ (Reading book for preschool age children on international understanding and development)

This 128-page multitask book and international reader has been planned for preschool age children and can be used individually at home or in kindergartens. It contains 110 photos, 66 drawings and 50 tasks. Instructive material for children of preparatory school age is not so frequent - this book represents a good model. The fact that it is trilingual makes it also of wide use beyond Finland.

The book could be called the child's first "international social science book". It promotes education for international understanding, cooperation and peace, and education relating to human rights and fundamental freedom.

The book combines work and play in a lively way and aims at prompting children to discover, to develop, to observe and to act. It is based on the concept that children learn many important things through play and games and through experience which are indispensable for their continued development. The authors are convinced that children's development can be positively influenced by the choice and appropriate planning of play material.

The book also aims at expanding the outlook of preparatory

school-age children and at developing the learning ability, initiative, self-expression and inventiveness which are important later at school.

The content is very simple and well adapted to the age range at which it is aimed. The use of three colours (black, white and red) makes for lively designs.

Published in 1974, the book is available in English, Finnish and Swedish at the price of Fmks. 8 from the Finnish Committee for UNICEF, Kalevank 12, SF 00100 Helsinki 10, Finland.

Livre de lecture destiné aux enfants d'âge pré-scolaire et centré sur les thèmes de la compréhension et du développement internationaux.

Ce recueil de lecture de 128 pages a été élaboré à l'intention des enfants d'âge pré-scolaire et peut être utilisé soit à la maison, soit dans les écoles maternelles. Il contient 110 photos, 66 dessins et 50 exercices. Le matériel pédagogique destiné à des enfants de cet âge est assez rare et ce livre constitue un excellent modèle. Le fait qu'il est trilingue en facilite la diffusion en dehors de la Finlande.

Ce livre pourrait être appelé le "premier manuel de sociologie internationale" de l'enfant. Propre à favoriser la compréhension, la coopération et la paix entre les peuples, il aide à dispenser une éducation fondée sur les droits et les libertés fondamentales de l'homme. Le livre associe de façon vivante le travail et les jeux et vise à stimuler chez les enfants le sens de la découverte, l'esprit d'observation et le désir d'action. Les auteurs partent du principe que l'enfant apprend beaucoup de choses importantes en jouant et par l'expérience, deux facteurs indispensables à son épanouissement. Ils sont convaincus que le développement des enfants peut être influencé positivement par le choix et l'organisation de jouets appropriés.

Le livre a aussi pour but d'élargir l'horizon des enfants des classes préparatoires et de développer leur intelligence, leur esprit d'initiative, leur mode d'expression et leur créativité. Le contenu du livre est très simple et est parfaitement adapté à l'âge des enfants auxquels il s'adresse. L'emploi de trois couleurs (noir, rouge et blanc) rend les dessins extrêmement vivants.

Publié en 1974, ce livre est disponible en anglais, suédois et finlandais pour le prix de Fmks.8 auprès du Finnish Committee for Unicef, Kalevank 12, SF 00100 Helsinki 10, Finlande.

UNESCO PUBLISHES 20th EDITION OF STUDY ABROAD

Around half a million students take courses every year abroad, according to a completely revised UNESCO best-seller, "Study Abroad", just published.

Of the 500,000, the majority are in a dozen principal "host countries" listed as: USA (approximately 140,000 foreign students), France (35,000), Federal Republic of Germany (34,000), Canada (31,000), United Kingdom (27,000), Lebanon (21,000), Italy (18,000), USSR (17,000), Egypt (14,000), Argentina (12,000), Japan (11,000), Spain (10,000), Switzerland (10,000).

Covering scholarships and other forms of financial assistance available to students, teachers and other professionals in a wide range of disciplines during the period 1975-1977, it is the world's most complete listing as such.

A new detailed subject index reveals a fascinating range of specialized fields: archives, astrophysics, automation, canon law, cartography, Celtic studies, optics, orthopaedics, Oriental medicine; spectrum analysis, speleology, standardization, weaving, welding, welfare and wine production, to give only a few examples.

How far can a scholarship really go towards covering costs? Is a travel grant available? To whom does the student apply for help on scholastic, domestic, housing problems? These are some of the questions answered in "Study Abroad".

"Study Abroad" is available at 24 francs a copy from the Unesco Press, 7 Place de Fontenoy, 75700 Paris or from national distributors of UNESCO publications.

LA XXe EDITION D'"ETUDES A L'ETRANGER" VIENT DE PARAÎTRE

Environ un demi million d'étudiants suivent chaque année des cours à l'étranger: c'est ce que révèle la dernière édition, entièrement remaniée, d'"Etudes à l'étranger", un des best-sellers de l'Unesco. Le gros de ces effectifs est concentré dans une douzaine de pays d'accueil: Etats-Unis (140,000 étudiants étrangers), France (35,000), République fédérale d'Allemagne (34,000), Canada (31,000), Royaume-Uni (26,000), Liban (20,000), Italie (18,000), URSS (17,000), République arabe d'Egypte (14,000), Argentine (12,000), Japon (11,000), Espagne (10,000), Suisse (10,000).

On trouvera dans ce répertoire des informations concernant les bourses et autres formes d'aide financière offertes aux étudiants, aux

chercheurs, aux enseignants et aux membres de nombreuses catégories professionnelles désirant poursuivre des études dans des pays autres que le leur pendant la période 1975-1977.

Une innovation intéressante de cette XXème édition, est l'index détaillé des disciplines hautement spécialisées: analyse spectrale, astrophysique, automation, droit canon, cartographie, études celtiques, médecine orientale, optique, orthopédie, spéléologie, etc.

Dans quelle mesure une bourse couvre-t-elle les dépenses occasionnées par les études? Existe-t-il des bourses de voyage? Où trouver des conseils valables en matière d'études, de logement, etc? Ce sont là quelques-unes des questions auxquelles "Etudes à l'étranger" apporte une réponse.

"Etudes à l'étranger", XXème édition, les Presses de l'Unesco, Paris 1975, 24 FF.

EDUCATIONAL INNOVATION IN SINGAPORE

Report written by Wong, Ruth H.K., Paris, The Unesco Press 1974, 82p.

This report describes various innovative acts and programmes which followed Singapore's Education Ordinance of 1957. Educational reform actually began in the colony of Singapore in 1946 when educational goals were established to promote equal educational opportunity, establish free primary education and develop other levels of education and foster the ideals of self-government. When the country gained independence, a new educational policy was announced whose aim was equal treatment for the four streams of education: Malay, Chinese, Tamil and English; establishment of Malay as the national language; and emphasis on the study of mathematics, science and technical subjects. Therefore, the basic educational principles were equality, unity and relevance. As the 70's approached, the government planned to turn its attention to qualitative improvements through the establishment of an Institute of Education as well as working through various other agencies to improve the quality of teachers, teaching methods and curriculum.

Its purposefulness, its connectedness and its pragmatism are the characteristics of change in Singapore and this change was given an impetus because of the government's purpose and perseverance, the size and location of Singapore, rapid technological progress and the high aspirations of parents.

When the new educational policy was introduced, curriculum had to be changed and developed to be in line with the programme's basic aims. A committee was established to analyse the content of curriculum

changes and needs and to state objectives and make them operable. They decided on a continuous series of specify-implement-evaluate-improve cycles. Curriculum was divided into the major areas of language arts, environmental studies, aesthetic studies and social education. Difficulties were encountered however, in specifying objectives, in changing the attitudes of practising teachers and from the lack of support materials.

EDUCATION IN A RURAL ENVIRONMENT

Report issued by Unesco, Paris, France, 1974, 64p.

This report describes a type of education which takes the "rural environment" into account in its content, structures and methods. Political, social, financial, and technical factors must all be taken into consideration in rural areas and education must be viewed as an integral part of this development.

If education is to stimulate development, it must be firmly rooted in the environment, develop the creative capacities of individuals and accord equal opportunities to all. The education of children and adults should be complementary with the school as a source of culture for the entire community. Education should be rooted in local problems and oriented towards the solution of these problems, exercise the learner by means of practical activities and instil scientific method.

Each community should have its own school which meets its specific needs and which is open to the entire community. The roles of teachers and audio-visual media need to change to suit this concept.

Education should begin with the very young child but, since most areas have insufficient funds for nursery schools, parents should be educated to properly care for and educate their children. For primary school, there should be an integrated school curriculum which trains individuals in an awareness of their responsibilities towards themselves, their family and society. Secondary education should incorporate vocational training and prepare the adolescent for his adult life in the community. Higher education should be multi-disciplinary, practical and apply to specific developmental problems.

"Adult education is of the greatest importance to rural development, for adults are producers and have political responsibilities and as parents can exert a favourable influence on their children's education". Literacy is important if there is to be acceptance of and adaptation to change but such training should be aimed at training the adult's powers of judgement, and rendering him capable of assuming responsibility and making an impact on his environment. Functional literacy training is effective because it is problem-oriented and combines theoretical and

practical training.

Instructors at all levels require training in teaching and development, should be transformed into leaders and organizers, and should receive continuous in-service training.

Planning is essential to coordinate objectives with means and resources. The local population should participate in planning and the starting point should be basic education for everyone and it should be closely linked to economic planning.

In conclusion, it is necessary that everyone be made aware of the need and purpose of development and in order to do this, a multi-disciplinary effort is necessary to try to bring life-long education to everyone.

ST CHRISTOPHER SCHOOL

1915 - 1975

by Reginald Snell

We are glad to announce the publication of the long awaited history of the school, on which Mr. Snell has been working during the last three years. Mr. Snell has worked in the school for more than two thirds of its whole history, and has been at pains to describe, in some detail, its early formative years, with special attention to Dr. Armstrong Smith, the Theosophical Educational Trust, the various educational developments at the Broadway under Beatrice Ensor and Isabel King, the rise and decline of the St Christopher Guilds, the Frensham secession, and the crisis of 1929-30 which led first to the resignation and then to the assumption of complete control of the school by Lyn Harris. He tells the story of the war years, describes post-war developments and changes and ends with an assessment of Nicholas Harris's achievement during the first twenty years of his Headship.

The book has been designed and printed by Messrs Dent, who have produced a handsome hard-backed volume of 200 pages, with 40 illustrations and a complete list of Head Boys and Head Girls from the time of their first election. The price is £ 2.65. It will be obtainable at David's Bookshop, 14 Eastcheap, Letchworth, England, or from the school at the following address: Letchworth, Herts, United Kingdom.

MATHEMATICS BOOK FOR TEACHER TRAINING

Among the publications recently issued by the Commonwealth Secretariat is Mathematics Teaching in Schools by Professor C.O. Taiwo, Provost of the College of Education at the University of Lagos. The book is based on those aspects of the Report of the Conference on Mathematics Teaching (organized by the Commonwealth Secretariat and held in Trinidad) which are of particular relevance to mathematics teaching today. Included in the topics are the objectives of mathematics teaching, mathematics in primary and secondary schools, the assessment of pupils' progress, the evaluation of curricula, teacher training, and resources for learning mathematics. This makes the book especially useful for teacher training programmes, and the Secretariat is glad to learn that it has already been selected as the basis of an in-service teacher training course in The Gambia. The Government of any Commonwealth developing country is free to make use of the material in the book in any way it wishes, including that of reproducing it locally in whole or in part in any language. Requests for assistance in doing so will be welcomed by the Secretariat.

Mathematics Teaching in Schools - ISBN 0 85092 0906;
available from Commonwealth Secretariat Publications, Marlborough
House, Pall Mall, London SW1Y 5HX; £0.50.

HANDBOOK ON CURRICULUM DEVELOPMENT

(published by the Organization for Economic Cooperation and Development and the Centre for Educational Research and Innovation)

This book is the third in a series arising from CERI's programme on Curriculum Development. The first, The Nature of the Curriculum for the Eighties and Onwards, gave an overview of the changes to which the school and the curriculum would be expected to respond in the years ahead and how new curricula might best be developed in response to such pressures. Styles of Curriculum Development reported a conference where more extensive discussion, was given to the curriculum itself and where, in fact, the preparation of this Handbook was recommended - it being added that it should be in a language sensitive enough for "the value issues that permeate curriculum development ... not to be obscured by a specious scientism".

The book is a team effort involving a large number of OECD Member countries, and representing many different viewpoints. Its principal purpose is to take stock of curriculum development at a point in time when some countries, having experienced it, are now questioning its adequacy while others have just adopted it as a major approach to educational reform. Despite its title, the book is not a guide for curriculum developers - indeed it would be unrealistic to attempt such a thing for an activity so closely bound up with the traditions and

functions of national systems. What it attempts, rather, is an assessment country-by-country of a specific mode of development that emphasised the school curriculum as the touchstone for efforts towards change.

A great deal of investment has gone into this effort and much expertise has been accumulated. As a result, curriculum development is no longer just an expression for a multiplication of projects; already it has reached the point where it is considered by many as an integral part of teacher development, being at the same time closely linked with procedures for dissemination and the establishment of support systems.

The Handbook is unique in its chosen field of coverage and will be of interest to practising teachers, teacher trainers and educational policy-makers alike.

L'HISTOIRE GENERALE DE L'AFRIQUE

Le premier volume de l'Histoire générale de l'Afrique, dont la rédaction a été entreprise sous l'égide de l'Unesco, doit paraître à la fin de 1975, sous le titre "Introduction et Préhistoire de l'Afrique". Le bureau du Comité scientifique international responsable de cette publication s'est réuni à Fez, du 5 au 11 février, pour examiner le plan des travaux.

Préparé sous la direction du professeur Joseph Ki-Zerbo (Haute-Volta), ce volume comprendra notamment des chapitres sur l'histoire géologique du continent, sur l'apparition de l'homme en Afrique et sur les techniques de datation. D'autres chapitres seront consacrés au peuplement, aux migrations et aux différenciations linguistiques ainsi qu'aux cultures africaines et au développement des systèmes socio-politiques et juridiques.

La réunion de Fez a également étudié la préparation scientifique de deux importants colloques prévus pour 1975-1976, l'un sur la traite, l'autre sur l'Afrique australe.

MATHEMATICS ELEVEN TO SIXTEEN: MATHEMATICAL ASSOCIATION REPORT
Published Bell, Price £ 1.85

"Mathematics is a way of looking at the world". This quotation gives the flavour of this recent report of the Mathematics Association on the state of the art of mathematics teaching in the main secondary school course in Britain. It is, however, the view that is seen by the more gifted sector of the secondary school population. The report was prepared by members of the Teaching Committee of the Association, among them teachers of very wide experience and international eminence. As one would expect in a report from the Association, the theme is analysed from the standpoint of the subject, rather than, for example, from a consideration of the various social and motivational problems that face many teachers in schools which cater for the whole ability range. Consequently the report will be of greatest value to secondary teachers whose pupils will take a public examination of the School Certificate or GCE O-Level type - and to those who are responsible for preparing textbooks and other teaching materials for them. Within this limitation, the report is excellent. It describes the mathematical basis for the changes that are taking place in syllabuses, and it shows the superficial nature of the commonly-asked question "Traditional or Modern?" Practical teaching suggestions are scattered liberally throughout the report. Many readers will particularly value the chapter on "Assessing Progress" in view of the current world-wide debate on methods of evaluation.

COMPUTER BOOK LIST FOR SCHOOLS

The recent increase in interest in computer education has resulted in the publication of a very large number of books on various aspects of computing and at a variety of levels. The Schools committee of the British Computer Society has therefore produced a book list with the hope of enabling teachers to focus on those which are likely to be of practical value in their work. A first book list was originally published in 1969 and subsequently revised in 1973 but this new version completely overhauls the previous list and every book is recommended from experience by members of the Committee. This criterion has meant that books published during the last 12 months could not be included because experience of using the book could not be gained.

The book list is divided into two sections - a First List and a Main List. The former contains books which, it is felt, should be the first buy for any school or college introducing computer studies into the curriculum. In both sections books are arranged alphabetically by author with publication and price details, together with comments indicating ability and age levels or the suitability for particular examination purposes. A brief classification has been

tabulated under the following headings: a) General, giving a broad spectrum of computers and computing; b) Applications; c) Programming; d) Languages; e) Computer Education; f) Data Processing; g) Implications; h) Hardware and Circuitry.

The choice of books to be included has been determined by the Schools Committee as a whole with the comments on each book and the classification being the responsibility of the members of the Working Party. The list should provide an invaluable aid to those interested in beginning or extending any form of computer education.

Copies may be obtained by sending a 220 X 108 mm envelope with sender's name and address, plus second class postage, to the Education Department, British Computer Society, 29 Portland Place, London W1N 4AP, United Kingdom.

COMMONWEALTH UNIVERSITIES YEARBOOK

Passing the half century mark in 1973, this hardy perennial is now out in its 51st edition. Described in the subtitle as "a directory of the universities of the Commonwealth and the handbook of their Association", the Yearbook of the Association of Universities of the Commonwealth was first issued in 1914, the year after the Association was established. This voluminous work now runs into 2365 pages and incorporates information and statistics on over 200 institutions in 26 different countries of the Commonwealth.

The bulk of the Yearbook consists of resumes of calendar-type factual and statistical details on each of the institutions in a uniform pattern for easy reference. Included in these resumes are a brief history and general information on the campus, governing bodies and constitutional structure, a list of administrative and academic personnel, details of course, degrees and awards, intra and extra mural facilities and amenities, student statistics and planned developments for the future. This mass of information is provided with a general index.

The Yearbook is however more than a compilation of calendars. In keeping with the aims and objects of the Association to serve as a link between the universities of the Commonwealth at both staff and student levels, the Yearbook incorporates for the staff a vast alphabetical names index of all the 125,000 academic personnel involved in teaching and research in these institutions. For the students, the Yearbook is furnished with appendices on statistics of students from abroad in six of the main Commonwealth countries, university admission requirements at first degree level in eight countries and on the Commonwealth Scholarship and Fellowship Plan. A completely new section on admission requirements in United Kingdom universities by W.J. Day, Secretary, University Entrance Requirements Department of

the University of London as well as a new section on Malaysia, is proof that these sections are constantly being brought up-to-date.

The most rewarding sections, however, are the special articles of which there are eight contributed by eminent educationists, tracing the development of Higher Education in particular Commonwealth countries and indicating present trends and policies. Included in this edition are two new contributions on universities; on Canada by Professor R.S. Harris of the University of Toronto and on Malaysia by Professor Ungku A. Aziz, the Vice-Chancellor of the University of Malaysia.

Commonwealth Universities Year Book 1974 - edited by Sir Hugh W. Springer and Mr. T. Craig. ISBN 0 85092 090 6. Available from the Association of Commonwealth Universities, 36 Gordon Square, London WC1H 0PF. Price £ 17 (£ 11.05 to staff of member institutions).

RESEARCH REGISTER

The register of current research programmes in education in the developing countries of the Commonwealth includes 178 projects reported from 38 institutions. It follows the pattern of the earlier register published by the Commonwealth Secretariat in 1972, listing research projects under eighteen sectional interest headings. The new edition shows a noticeable increase in the projects reported under the heading of Teacher Training, while other substantial categories include Curriculum, Selection and Performance of Students, Educational Planning, History of Education and Comparative Education.

Contributions are received in response to requests made by the Secretariat. These cover research in institutes and departments of education and other similar organizations both within and outside universities. Information is now being collected by the Secretariat for a further publication of reports on completed and on-going research projects in the period 1974-5 as part of the programme of biennial surveys in this field.

Dissemination of information about educational research is of value to researchers and administrators alike to ensure they are aware of progress in other countries in tackling problems similar to their own. A brief description of each project is given in this register together with the name of the researcher and the address of their institution so that others interested can obtain further information.

Education in the Developing Countries of the Commonwealth, Research Register 1971 - 3 - ISBN 0 85092 093 0; Available from Commonwealth Secretariat Publications; Marlborough House, Pall Mall, London SW1Y 5HX. £0.60.

PROGRAMME ALIMENTAIRE MONDIAL (NATIONS UNIES - FAO)

Les ressources dont disposait le Programme depuis sa création, y compris les promesses de contribution pour la période 1975-76, s'élevaient à un total de 1,570,829,887 dollars, dont 1,109,732,533 en produits et 461,097,354 en espèces et services. En outre, des céréales alimentaires d'une valeur de 93,186,201 dollars ont été mises à la disposition du Programme par les signataires de la Convention relative à l'aide alimentaire.

Depuis la mise en route du Programme, 632 projets dans 92 pays ont été approuvés pour un coût total de 1,614,116,900 dollars. La ventilation par région était la suivante: Amérique latine et Caraïbes, 94 projets dans 23 pays; Afrique du Nord et Proche-Orient, 129 projets dans 11 pays; Afrique occidentale, 127 projets dans 24 pays; Europe méditerranéenne et Afrique orientale, 113 projets dans 18 pays; Asie et Extrême-Orient, 169 projets dans 18 pays. En outre, 185 opérations d'urgence ont été entreprises dans 76 pays, pour un coût total de 142,986,500 dollars.

CORNARO TRICENTENARY U.S. COMMITTEE

The first woman in the world to receive a university degree was the noble Venetian, Elena Lucrezia Cornaro Piscopia. The University of Padua granted her a doctorate in philosophy on 25 June 1678. The 300th anniversary of the Cornaro graduation will be celebrated in 1978 in the United States and abroad.

For more information write to the Cornaro Tercentenary Executive Offices, 1102 Bruce Hall, University of Pittsburgh, Pennsylvania 15260, USA.

MODULAR PREPARATION FOR TEACHING READING

(A professional programme for Preservice and Continuing Education)
Edited by Harry W. Sartain and Paul E. Stanton. Published by the
International Reading, Newark, Delaware. 1974. 309 pages.

The editors, Harry Sartain and Paul Stanton begin this book with a gripping and very well-written introduction in which they strongly stress that "the need for excellence in reading instructions is greater now than ever before because, as the countries of the world become more and more industrialised, there will be fewer jobs available to poor readers and illiterates".

They claim that "if the facts were known, the preparation of teachers to teach reading would be more of a scandal than the great train robbery, the Profumo affair, and the Valachi confessions combined".

The book adequately deals with issues such as the current problems of teacher education, recent innovations in educating teachers of reading and recommendations drawn from other models. The authors of these subjects are Paul Stanton and Paul H. Masoner, John C. Manning and Alden Moe and Mary C. Austin respectively.

The volume is actually the result of a survey carried out by a commission appointed by the International Reading Association aimed at improving the effectiveness of both preservice and continuing education of those who teach reading. The commission was appointed by Donald L. Cleland who was then the President of IRA.

In his forward the current president, William K. Durr, was of the view that efforts to improve the training of teachers have not kept pace with the growing realization of its importance. He competently describes the book as a tool by which we can bring about a marked improvement in the education of those who teach reading.

Of special interest is a chapter by Harold L. Herber who explains how a teacher can "go it alone" in implementing many of the concepts of a modular system within the regular college framework.

Equally interesting and informative is Betty Horodezky's views on developing language fluently and perceptual abilities in early childhood.

An independent chapter by Harry Sartain outlines the reasons for teachers to attain positive attitude, extensive knowledge, and a variety of instructional skills in different areas of learning reading, or in areas closely related to reading. The areas outlined include the analysis and meaning of Developing Comprehension, and range from Teaching Word-attack skills to Initial Improvements in School Programmes.

The book is an interesting forum and a wide spectrum of opinion on the subject of teaching. Divergent views are expressed, some more interesting than others, and the overall tone is aimed at the general improvement of the quality reading teachers. It is in keeping with the concept that it is necessary to train better teachers of reading than to "expect a panacea in the form of materials" to improve reading instructions.

THE FOLLOWING PUBLICATIONS MAY BE OBTAINED FROM THE
ISA OFFICE IN GENEVA

	<u>Members</u>	<u>Non-members</u>
ISA MAGAZINE	Sfr. 3	Sfr. 5
ISA BULLETIN	Sfr. 3	Sfr. 5
TOWARDS A MODERN CURRICULUM 11-16 YEARS	Sfr. 5	Sfr. 8
AN INTERNATIONAL PRIMARY SCHOOL CURRICULUM	Sfr. 10	Sfr. 14
THE ADMINISTRATIVE STRUCTURES AND PROCEDURES OF INTERNATIONAL SCHOOLS - SOME GUIDELINES	Single copy free	

HABITAT, THE U.N. CONFERENCE ON HUMAN SETTLEMENTS

Vancouver, May 31-June 11, 1976

Preparations are being made for a programme of activities to encourage and facilitate participation in the conference by voluntary and professional organizations and private individuals. The programme is ambitious, being based on the fact that HABITAT, more than any other intergovernmental conference, will deal with that part of man's environment on which he can probably have the most influence. It has the following objectives:

- to increase public awareness of some of the gigantic problems with which man is confronted; of the solutions which are available to many of these problems; and of the consequences which the solutions may have on human life styles.
- to build up the popular support which governments need in order to make the far-reaching decisions and undertake the actions which are needed to cope with these problems.
- to coordinate the points of view of NGO's for presentation to the conference and to make an effort to have these points of view reflected in the conference decisions.
- to enable the U.N. and member governments to make use of the vast experience and expertise of professional and other organizations from developed and developing countries around the world, in fields related to human settlements.

Non-governmental organisations (NGOs) will organize activities at HABITAT, to be known collectively as HABITAT FORUM. A special effort will be made to involve the developing countries in the Forum and its preparatory process. Programme development and policy matters of the Committee are being carried out by a small staff in the NGO chairman's office in the Hague, Netherlands. Physical arrangements, such as meeting rooms and living accommodations, are being handled by a secretariat in Vancouver. This secretariat will at the same time be the main information centre for the FORUM.

PROGRAMME

To achieve the objectives described earlier the NGO Committee for HABITAT plans the following activities:

- Information dissemination

The development and maintenance of a mailing list of individuals, organizations and media people to be made aware of the human settlements conference and the arrangements for public participation in it; production of basic brochures describing the NGO structures being set up for HABITAT; publication of a regular newsletter for NGO's; handling routine public and media enquiries; preparation of articles

for professional journals, NGO magazines and the general press, as well as material for radio and television use.

- Stimulation of Public Participation

In addition to the information activities described, a special effort will be made to stimulate public participation by initiating a world-wide discussion of the most important conference issues. The objective is to prepare the dialogue between NGO's and the official conference prior to HABITAT. The NGO Committee has selected the following issues which it considers as basic to the discussions in the conference:

1. How should we provide all human beings with shelter and basic services (such as water, sewage, health, education)?
2. How should the quality of life be improved taking into account the fulfilment of basic minimum human needs and the existence of cultural and individual differences?
3. How should the interrelationship and parity of living standards as between urban, rural and fringe areas be improved?
4. How can the population be involved in the process of decision-making on human settlements issues?
5. Which measures should be taken in order to use land in a way which satisfies the needs of the community as a whole?
6. How should technology transfer and industrialization take place to give the maximum possible benefit to communities?

This list should neither be considered as exhaustive nor as exclusive. Its purpose is to concentrate the discussions on a few essential items, thereby facilitating the emergence of one or more NGO's points of view.

The issues should be considered against the background of the interrelated problems of environmental degradation, the scarcity of resources, population growth, the food crisis and international economic and trade relations. The human factor should be central and stress should be laid on our international responsibility and the urgent need for intensified international cooperation.

SAUVEZ LES BALEINES

M. Maurice Strong, directeur du Programme des Nations Unies pour l'environnement, a dit que, en dépit des progrès de la Commission internationale baleinière, la baleine était menacée d'extinction.

Pour l'année en cours, le nombre de baleines qu'il est permis d'harponner a été fixé à 37,300, une réduction de moins de 0.5 pour cent sur le quota pour l'année précédente.

Le délégué de Japon a constamment voté en faveur du quota le plus élevé, son pays étant l'un des deux pays encore activement engagés dans la chasse à la baleine, l'autre étant la Russie.

Selon un porte-parole de l'Animal Welfare Institute de Washington (Etats Unis d'Amérique), la Russie et le Japon ont toujours mis leur veto aux efforts pour imposer un moratoire de dix ans au massacre de la baleine; ce moratoire a été proposé pour la première fois à Stockholm, il y a trois ans.

Le Canada, qui est membre de la Commission internationale baleinière, a cessé toute activité d'exploitation commerciale de la baleine, en raison de la diminution alarmante du nombre de ces grands mammifères.

Le rorqual commun est si gravement menacé que, en dépit de la réduction symbolique des prises autorisées, on n'a pu en trouver assez pour atteindre le quota établi pour l'année 1972, soit 650 pour le Pacifique nord et 1950 dans l'Antartique.

Au cours des cinq dernières années, le cachalot et la baleine franche ont été placés sur la liste des cétacés menacés de certains pays, du fait que les baleiniers chassent des espèces plus petites pour remplacer les plus grandes qui sont sur le point de disparaître.

On estime qu'il existe aujourd'hui moins de 1000 spécimens de la grande baleine bleue, la plus puissante créature jamais connue, bien que l'on ait décidé, tardivement, l'interdiction totale de la chasse à ce mammifère.

Les chimistes ont trouvé des succédanés pour presque tous les produits dérivés de l'huile de baleine et beaucoup d'Etats ont complètement interdit la vente ou la commercialisation des produits baleiniers.

Un Mexicain membre de la Commission internationale baleinière a dit que si la Commission ne réussissait pas à imposer un moratoire elle ne serait plus qu'un petit groupe d'hommes qui ne sont pas parvenus à agir de façon responsable à l'égard d'un grand engagement envers le monde et qui ont protégé les intérêts de quelques baleiniers au préjudice de l'avenir de milliers de baleines.

THE INTERNATIONAL BUREAU OF EDUCATION

The oldest-established of UNESCO offices is the International Bureau of Education in Geneva, which though it became an integral part of UNESCO in 1969, was set up in the days of the League of Nations. Its activities are mainly concerned with educational information and consist in collecting and processing data which are made available to users. Its biennial International Conference on Education provides a forum for an increasing number of Member States; it was attended in 1973 by delegates from more than 90 countries. The special theme for the 1975 Conference is the changing rôle of the teacher and its effect on pre-service and in-service training. ISA will be represented at this Conference by several Board members.

Directly arising from the function of organizing this meeting is another: the international conference reviews major trends in educational policies, and reports from Member States now add up to an unparalleled collection of educational "country profiles" which is being extended to cover all Unesco's member countries.

IBE's documentation unit works by pooling resources with the regional offices and with a number of national and international organizations. Data are stored on computer and the information processing service should be operating by the end of 1976. For indexing the material selected - analytical summaries of documents, national reports, and data from inventories - a bilingual (English and French) education thesaurus is maintained; a Spanish version of this is now in preparation.

A new IBE enterprise is the building up of an International Reporting Service which is intended to become a world information network. It already exploits the resources of the four regional offices, FAO, ILO and OECD as well as UNESCO headquarters and reaches 60 documentation centres, concentrating initially on reporting innovations in developing countries and on projects dealing with training for rural development.

Under its publication programme, IBE includes the series "Experiments and Innovations in Education", in which 14 titles have so far been issued; the latest to appear is a monograph on the experimental period of the international baccalaureate. The IBE quarterly bulletin Educational Documentation and Information, now in its 49th year, contains bibliographical studies grouped under themes.

ASSOCIATION DES ECOLES INTERNATIONALES

Fondée en 1951, l'Association des écoles internationales s'est fusionnée avec la Conférence des écoles à esprit international en 1969, permettant aux écoles tant à esprit international qu'à caractère international d'adhérer en qualité de membre au sein de l'ISA. Depuis sa fondation, ISA a été au service d'écoles nationales à esprit international ainsi que d'écoles internationales.

Compte tenu de ses deux principaux objectifs, soit de promouvoir la paix et la compréhension internationale à travers l'éducation et aider ainsi qu'encourager, grâce aux moyens appropriés, les écoles, les institutions et les organisations à esprit international et à caractère pédagogique, ISA offre à ses membres les services suivants: a) publication du Bulletin, du Magazine et d'autres documents en matière d'éducation; b) distribution de documents traitant de l'éducation; c) encouragement du jumelage d'écoles et d'échanges d'enseignants et d'étudiants; d) publication de curricula et d'autres documents semblables; e) organise une Conférence annuelle; f) organise des ateliers de formation pour les enseignants; g) publie un répertoire d'écoles membres; h) est en contact permanent avec l'UNESCO, le BIE, l'OBI, ECIS et avec d'autres organisations à esprit international; i) développe un service de placement pour les enseignants et aide les écoles dans le recrutement de leur personnel; j) conseils pédagogiques auprès des écoles.

Outre les écoles internationales et les écoles à caractère international membres de l'ISA, celle-ci offre à quiconque désire devenir affilié la possibilité d'utiliser le service de placement des enseignants et/ou recevoir les publications de l'ISA.

A cause de l'étendue de son mandat, l'ISA nécessite la collaboration et d'écoles et de particuliers afin de l'aider à réaliser ses objectifs. Parallèlement à l'ampleur du rôle de l'éducation, l'ISA a de plus en plus de responsabilités envers ses membres.

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RECENT AND PLANNED I.S.A. ANNUAL CONFERENCES

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|---|--|
| 1967: Geneva, Switzerland | "Audio-visual aid in teaching" |
| 1968: UNESCO, Paris,
France | "The Intermediate School Curriculum
in International Schools" |
| 1969: Belfast,
Northern Ireland, U.K. | "The 11-16 years olds: planning a
modern curriculum" |
| 1970: United Nations,
New York, U. S. A. | "Education in the Seventies:
national and international" |
| 1971: Ommen, Netherlands | "Education in Rural and Urban
Environments- The Individual
approach to learning" |
| 1972: Frankfurt, Germany | "Education for the Unknown, the
unexpected and the possible" |
| 1973: Le Chambon-sur-Lignon,
France | "Does School still have a place
in our technological society" |
| 1974: Geneva, Switzerland | Teachers Workshop: "Will your
teaching survive the seventies?" |
| 1974: Benidorm, Spain | "Teaching and school management
in the year 2000" |
| 1975: Ibadan, Nigeria | "The Influence of the Third World
on Future Education" |
| 1976: Rutgers, New Jersey,
U. S. A. | "Education: Conformity or Liberation" |
| 1977: Letchworth, Herts ,
U. K. | |